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ABSTRACT

Chapter 2 Formula provides federal funds to states through the Elementary and Secondary Education Act as amended in 1988. Chapter 2 Formula funds can be used in a variety of ways to meet the educational needs of students at risk of failure or dropping out. In 1994-95, the Austin Independent School District (AISD) (Texas) received a total of $508,208, which included some funds rolled forward from the previous school year. These funds were allocated to the following programs: (1) Academic Decathlon (a scholastic competition); (2) Alternative Calendar (intersession programs for educationally disadvantaged students); (3) library resources; (4) secondary library technology; (5) middle school "Transition In" program to facilitate changing schools; (6) Positive Parenting Practices; (7) prekindergarten supplements; (8) private school materials and resources; (9) Reading Recovery programs for grade 1; (10) the Spanish Academy courses in Spanish for teachers and staff; and (11) supplementary materials for eligible students. Evaluation of each of these areas, as summarized in this report, indicated the general satisfaction of participants and success of the efforts. Some recommendations are made for program continuation. (Contains 2 tables, 11 figures, and 12 references.) (SLD)

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Chapter 2 Formula 1994-95 Final Report

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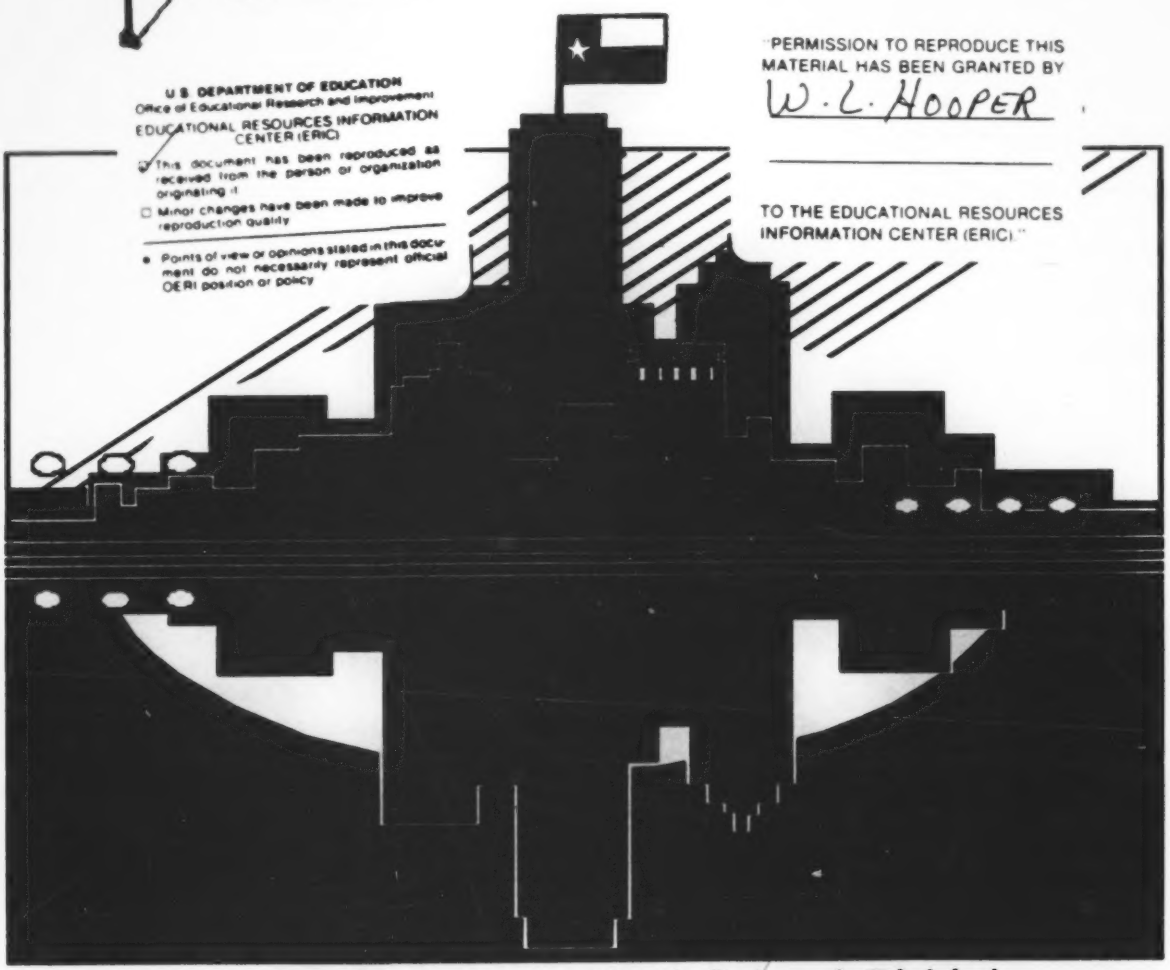

Austin Independent School District
Department of Performance Audit and Evaluation

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CHAPTER 2 FORMULA: 1994-95 FINAL REPORT

Executive Summary

Austin Independent School District
Department of Performance Audit and Evaluation

Author: Julia Griffith

Program Description

Chapter 2 Formula provides federal funds to states through the Elementary and Secondary Education Act of 1965 (ESEA) as amended in 1988 by Public law 100-297. Chapter 2 Formula funds can support one or more programs which:

- Meet the educational needs of students at risk of failure in school or of dropping out, and students for whom providing an education entails higher than average costs;
- Acquire instructional and educational materials;
- Improve schools through innovative programs;
- Enhance the knowledge and skills of educational personnel through training and professional development;
- Enhance student achievement and excellence through instruction and community service;
- Provide early childhood, gifted and talented, technology education, community education, and/or youth suicide prevention programs; and
- Enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and reading-related problems that place those students at risk for illiteracy in their adult years (National Literacy Act of 1991, Section 302).

In 1994-95, the Austin Independent School District (AISD) received a total of $508,208, which included $49,205 rolled forward from the 1993-94 school year. Funds were allocated to the following programs (funds were also allocated to administration/ management and evaluation): *Academic Decathlon, Alternative Calendar, Library Resources, Secondary Library Technology, Middle School "Transition In" Program, Positive Parenting Practices, Prekindergarten Supplements, Private Schools, Reading Recovery, Spanish Academy*, and *Supplementary Materials.*

Major Findings

1. Over 98% of the 80 librarians responding to the survey agreed that the library resources purchased with Chapter 2 Formula funds were effective in enhancing the educational experience of students by making available more books and a greater variety of books. (Page 7)

2. Analysis of data from the past four years indicates that children whose parents attended MegaSkills or Positive Parenting Practices workshops:

   - Have lower school leaver rates (middle/high school); although, school leaver rates for this group would be expected to be lower than for the District group which includes more at-risk students;
   - Higher attendance; and
   - Higher ITBS and TAAS scores than District averages.

   There was no improvement in discipline at the high school level and grades at all levels.

   Of the middle/junior high school students whose parents attended Positive Parenting Practices, 3% were identified as at risk of dropping out compared with a District level of 50.6%. (Page 11)

3. Of the 28% of the Spanish Academy participants who responded to the survey, the majority (96%) indicated that they would continue taking Spanish Academy classes if given the opportunity. In addition, 76% of participants responded that the course helped them in communicating with Spanish-speaking students. (Page 18)

4. Of the 132 (49%) teachers returning surveys who received Multisensory Teaching Approach and/or Project Read training, 80% of the teachers reported they are better prepared to teach "students of learning differences" after completing the training. (Page 20)

Budget Implications

Mandate: External funding agency: Elementary and Secondary Education Act of 1965 (ESEA) as amended in 1988 by Public law 100-297 and the National Literacy Act of 1991, Section 302.

Funding Amount: $508,208

(Entitlement of $459,003 and $49,205 rolled forward from 1993-94)

Funding Source: Federal

Implications: Chapter 2 Formula has provided funding to AISD to expand existing programs and implement new programs, including the addition of staff and the acquisition of materials and equipment that would not otherwise be available from state or local funding sources. Continued funding will allow the District to provide programs that meet the needs of at-risk students, provide for the acquisition and use of educational materials, provide training for District personnel, and provide programs to enhance the personal excellence of students and student achievement. Chapter 2 would also provide for other innovative projects, such as early childhood education programs and training programs to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and reading-related problems that place those students at risk for illiteracy in their adult years.

Recommendation:

Because the Positive Parenting Practices program is funded to meet the needs of at-risk students, a greater effort should be made to attract parents of at-risk middle/junior high school students.

Management Response:

The Director of State and Federal Programs concurs with the recommendation.

PROGRAM EFFECTIVENESS SUMMARY

CHAPTER 2 FORMULA 1994-95

CHAPTER 2 COMPONENT	RATING	ALLOCATION (COST)**	NUMBER SERVED	COST PER STUDENT*	METHOD OF EVALUATION
Academic Decathlon	[+]	$31,709	60	$528.48	Rating based on student surveys
Alternative Calendar		$42,321	300	$141.07	Rating based on academic performance of participating students
Library Resources and Secondary Library Technology	[+]	$54,950	71,357	$ .77	Rating based on staff surveys
Middle School "Transition In" Program	[+]	$15,008	3,015	$4.98	Rating based on staff surveys
Positive Parenting Practices	+	$36,766	560 Parents --- 453 students	$65.65 --- $81.16	Rating based on training leader surveys, parent participant surveys, and student demographic, progress, and achievement data
Prekindergarten Supplements	The Chapter 2 Formula allocation of $83,375 supplemented 1994-95 Chapter 1 funds for this program. The full evaluation was conducted by Chapter 1. Please refer to the 1994-95 Chapter 1 final report.				
Private Schools	[+]	$22,118	6,735	$3.28	Based on rating of purchases
Reading Recovery	NA	$67,181	NA	NA	Evaluation conducted by Chapter 1
Spanish Academy	[+]	$39,648	497	$79.77	Rating based on course evaluation by participants
Supplementary Materials	[+]	$30,000 MTA/Project Read --- $30,000 Math Materials	269 MTA/Project Read participants --- Please refer to Title II final report	$111.52 per participant --- Please refer to Title II final report	Rating based on teacher survey --- Evaluation conducted by Title II

* Cost is the expense over the regular District per student expenditure of about $4,000.

** Figures reflect Chapter 2 allocations only. Programs may receive additional funds from other sources. Total cost per student, therefore, may be higher.

Rating expresses contribution to any of the five AISD strategic objectives.

+	Positive, needs to be maintained or expanded
0	Not significant, needs to be improved and modified
-	Negative, needs major modification or replacement
Blank	Inconclusive data. Future analyses will determine rating.
[ ]	Rating based on self-evaluation by participants only

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CHAPTER 2 FORMULA
1994-95 FINAL REPORT

INTRODUCTION

Chapter 2 Formula provides federal funds to states under the Elementary and Secondary Education Act of 1965 (ESEA) as amended by Public Law 100-297 in 1988. Chapter 2 as amended is intended to contribute to the improvement of elementary (including preschool) and secondary educational programs in both public and private, nonprofit schools. According to Public Law 100-297, Chapter 2, Section 1501, the purpose of Chapter 2 programs is to:

1. Provide initial funding to enable state and local educational agencies to implement promising educational programs that can be supported by state and local sources of funding after the programs have been demonstrated effective;
2. Provide a continuing source of innovation, educational improvement, and support for library and instructional materials;
3. Meet the special educational needs of at-risk and high-cost students (as described in the law);
4. Enhance the quality of teaching and learning through initiating and expanding effective schools programs; and
5. Allow the state agency and local educational agencies to meet their educational needs and priorities for targeted assistance.

A school district receiving Chapter 2 Formula funds must use those funds to supplement and, to the extent possible, increase the level of funds that would be made available in the absence of Chapter 2 Formula funds. *Federal funds may not be used to supplant local funds*. School districts may use Chapter 2 Formula funds to expand existing programs and/or add new programs, including the addition of staff and the acquisition of materials and equipment that would not otherwise be available from state and local funding sources. *In no case, however, may a school district supplant local funds by replacing local funds with Chapter 2 Formula funds.*

States earn Chapter 2 Formula funds based on their school-aged population. States, in turn, allocate at least 80% of these funds to local school districts based on a formula computed on enrollment and high-cost students. AISD's 1994-95 allocation, based on an enrollment of 71,357, was $459,003 in addition to $49,205 rolled forward from 1993-94 for a total of $508,208. A total of $453,076 was allocated to the following targeted assistance areas Chapter 2 funds can support. The remaining $55,132 in funding was used for evaluation and management of Chapter 2 Formula.

1994-95 AISD ASSISTANCE AREAS FUNDED BY CHAPTER 2

ALLOCATION*	ASSISTANCE AREA	CHAPTER 2 COMPONENT
$ 162,462	Programs to meet the educational needs of students at risk of failure in school or of dropping out and students for whom providing an education entails higher than average costs	• PreKindergarten Supplements • Positive Parenting Practices • Alternative Calendar
$ 54,950	Programs for the acquisition and use of instructional and educational materials, including library books, reference materials, computer software and hardware for instructional use, and other curricular materials that would be used to improve the quality of instruction	• Library Resources • Secondary Library Technology
$ 0	Innovative programs designed to carry out schoolwide improvements, including the effective schools programs	• None funded during the 1994-95 school year
$ 39,648	Programs of training and professional development to enhance the knowledge and skills of educational personnel, including teachers, librarians, school counselors and other pupil services personnel, administrators, and school board members	• Spanish Academy
$ 31,709	Programs designed to enhance personal excellence of students and student achievement, including instruction in ethics, performing and creative arts, humanities, activities in physical fitness and comprehensive health education, and participation in community service	• Academic Decathlon
$ 15,008	Other innovative projects which would enhance the educational program and climate of the school, including programs for gifted and talented students, technology education programs, early childhood education programs, community education, and programs for youth suicide prevention	• Middle School "Transition In" Program
$ 127,181	Programs of training to enhance the ability of teachers and school counselors to identify students with reading-related problems that place those students at risk for illiteracy in their adult years	• Reading Recovery • Supplementary Materials

* In addition to the $430,958 allocated to the programs listed above, $22,118 was allocated to private, nonpublic schools and $55,132 was allocated for evaluation and management of Chapter 2 Formula, for a total of $508,208.

ACADEMIC DECATHLON

Of the 19 Academic Decathlon students (32%) who responded to a survey about the program during the 1994-95 school year, 95% believed their experience was positive, and 79% would recommend Academic Decathlon to their friends.

DESCRIPTION

The Academic Decathlon is a national scholastic competition designed to challenge the academic abilities of students from all performance levels. Participation in the competition is designed to enhance students' personal excellence and achievement. The 1994-95 school year marked AISD's seventh year of participation, with 60 students representing nine high schools in this year's Academic Decathlon regional meet on January 21-22, 1995. Each team consisted of up to nine full-time students from the tenth, eleventh and/or twelfth grades of the same high school. A full-time student was defined as a student enrolled in four or more class periods a day. Each team was made up of students of varying academic performance levels, up to three from each of the following grade point average (GPA) categories.

- 3.75-4.00 Honor
- 3.00-3.74 Scholastic
- 0.00-2.99 Varsity

Contestants could compete in a higher division than their own grade point average category, but not in a lower category. Students in each category competed only against students in that category.

The competition included 10 events—mathematics, science, economics, language and literature, fine arts, social science, speech, interview, essay, and Super Quiz. Each team member competed in every area, with gold, silver, and bronze medals awarded for individual events. There were also team awards in the Super Quiz and for overall ranking.

For the 1994-95 school year, Chapter 2 Formula allocated $31,709 to the Academic Decathlon program for coach stipends, substitutes, reproduction, materials, travel, registration fees, and other program support which amounted to $ 528.48 per participant or alternate on the teams.

IMPLEMENTATION

During the 1994-95 school year, nine AISD high schools participated in the Academic Decathlon (all but Travis). Students were recruited for the Academic Decathlon through an open invitation to the student body, enrollment in selected elective courses, or by nomination of content-area teachers. Participation on the part of the students was voluntary, and in order to compete for AISD, team members had to meet all University Inter-Scholastic League (UIL) standards.

EFFECTIVENESS

A survey was sent to all 60 Academic Decathlon students through their coaches in the spring of 1995. *Because of the low return rate, findings from the evaluation forms should be interpreted with caution.* Of the 19 students (32%) who responded to the survey:

- 47% participated in order to gain more educational experience;
- 16% participated to enhance their college application;
- 16% participated because they were asked by a student or teacher; and
- 21% participated for various other reasons.

Among the students who responded, *95% believed that Academic Decathlon was a positive experience, and 79% stated they would recommend Academic Decathlon to their friends.* Students reported lack of commitment needed to do a good job, the amount of time required, and boredom with the program as reasons for not recommending Academic Decathlon.

ALTERNATIVE CALENDAR

The majority of students targeted for the Alternative Calendar intersessions at St. Elmo and Maplewood Elementary Schools were low income, minority students who were low in academic achievement. While increases were not expected in achievement scores for the 1994-95 school year, future analyses will determine any lasting effectiveness associated with the intersessions.

DESCRIPTION

Alternative Calendar was an intersession program funded in two AISD year-round elementary schools in the 1994-95 school year. Students at both of these elementary schools were in school 12 months a year with breaks between each school semester. The program was designed to use time between school semesters (intersessions) to offer additional study for students having difficulty in academic and behavioral areas of school.

IMPLEMENTATION

During the 1994-95 school year, two AISD elementary schools, St. Elmo and Maplewood, offered intersession classes. Both Maplewood and St. Elmo offered intersession classes during the fall and spring semesters for 10 days each for four hours per day. St. Elmo targeted students in grades 1-5 who were low in academic achievement and/or were recommended by their teachers. Students received academic assistance in the areas of reading, writing, and mathematics. Maplewood also offered academic assistance in reading, writing, and mathematics in an effort to improve overall achievement in grades 1-3 and to improve TAAS skills in grades 4-6. A total of 300 students were identified as having received services from either school for a Chapter 2 Formula cost of $141.07 per student. The characteristics of this group are shown in Figure 1.

FIGURE 1
CHARACTERISTICS OF INTERSESSION STUDENTS, 1994-95

Number of students	Low Income	Minority	Male	Female	Limited English Proficient (LEP)	Overage for Grade	Special Ed	Gifted/ Talented
300	74%	82%	51%	49%	14%	8%	17%	4%

EFFECTIVENESS

Quantitative outcome data for this program were obtained through the use of the **GEN**eric Evaluation **SYS**tem (GENESYS). GENESYS is a method of streamlining data collection and evaluation through the use of computer technology.

Please note that the outcome data generated by GENESYS should be understood as locally calculated indices as of a point in time, viz. , spring and early summer, which are useful indicators for program evaluation and planning purposes.

GENESYS was used to examine achievement, discipline, attendance, and retention data for the group of students participating in the intersession classes. Results from this analysis are presented in Figure 2.

FIGURE 2
GENESYS RESULTS FOR INTERSESSION STUDENTS, 1994-95

Number of Students	ITBS/TAP Achievement	TAAS Achievement	Attendance	Discipline	Potential Retainees*	At-Risk
300	Below the national norm in both reading and mathematics	Lower in all tests taken	Lower compared to their peers	Higher compared to their peers	Higher compared to their peers	58.3%

ITBS = Iowa Tests of Basic Skills
TAP = Tests of Achievement and Proficiency

* "Potential Retainees" refers to the percentage of students who were recommended for retention by the end of the sixth six weeks of the 1994-95 school year. Because these data were obtained at the end of the 1994-95 school year, students may not have, in fall 1995, actually repeated a grade; actual retention rates may differ.

Students participating in these intersessions were low achievers on both the ITBS and TAAS, with higher discipline rates, lower attendance, and higher potential retention than their peers. These results are expected, however, because both St. Elmo and Maplewood were targeting the student population in their schools that is in the greatest need of these intersession services. While increases were not expected in achievement scores for the 1994-95 school year, future analyses will determine any lasting effectiveness associated with these intersessions.

For a complete look at all AISD year-round school intersessions, please refer to the Chapter 1 final report (A&E Publication Number 94.03).

LIBRARY RESOURCES/SECONDARY LIBRARY TECHNOLOGY

Over 98% of the 80 (86%) librarians returning surveys agreed that the library resources purchased with Chapter 2 Formula funds were effective in enhancing the educational experience of students by making available more books and a greater variety of books. The per-student cost for the program for elementary and middle school students was $1.10. The cost per high school student was 21¢.

UTILIZATION

Chapter 2 Formula allocated $36,450 to purchase library resources for elementary and secondary campuses for the purpose of improving the quality of instruction. Elementary schools were allocated $350 each. Middle/junior high school and high school campuses were allocated $500 each. Chapter 2 Formula allocated an additional $18,500 to 12 middle schools to purchase computers and/or CD ROMs. Robbins Secondary School was allocated $250. Schools reported purchasing books, software, computers, CD ROMs, maps, globes, and audio-visual materials with their 1994-95 Chapter 2 Formula allocations. Allocations per grade level and cost per student are presented in Figure 3.

FIGURE 3
COST OF LIBRARY RESOURCES AND SECONDARY LIBRARY TECHNOLOGY, 1994-95

SCHOOL LEVEL	ALLOCATION	STUDENT ENROLLMENT	COST PER STUDENT
High School	$ 5,500	26,557	$ .21
Middle/Junior High School	$ 26,000	35,916	$ .72
Elementary School	$ 23,450	8,884	$ 2.64
TOTAL	**$ 54,950**	**71,357**	**$ .77**

EFFECTIVENESS

A survey was sent in the spring of 1995 by the Department of Performance Audit and Evaluation to 93 librarians within the District to obtain their opinions about the use and effectiveness of Chapter 2 funds for library resources.

- Of the librarians who returned surveys (return rate of 86%, N=80), 80% responded that the librarian made the decisions concerning library purchases made with Chapter 2 Formula funds. A total of 4% responded that the principal was responsible for making the decisions. Another 16% responded that decisions concerning purchases were a collaborative effort by the librarian and principal.

- Of the librarians who returned surveys, 98% agreed that the new library resources purchased with Chapter 2 Formula funds this year were effective in enhancing the educational experience of students.

- Similarly, 99% responded that library resources purchased with Chapter 2 Formula funds increased the variety of materials available to students, while 98% responded that more materials were available to more students because of Chapter 2 Formula funds.

MIDDLE SCHOOL "TRANSITION IN" PROGRAM

All of the Transition In Program staff at schools offering "Transition In" services believed that the program accomplished its goal of facilitating the moving of students to a new school.

FUNDING

Chapter 2 Formula allocated a total of $15,008 in 1994-95 for the Middle School Transition In Program. Each school received a total of $1,000 to pay for these services during the year. During the 1994-95 school year, 13 of the 15 AISD middle/junior high schools offered "Transition In" services. Six schools responded to a survey requesting descriptions of the services they provided with Chapter 2 Formula funds.

PROGRAM DESCRIPTION

The Middle School Transition In Program is designed to facilitate the transfer of a student to a new school setting. It is used primarily to expose 5th and 6th graders to the new school they will be attending when they move to the 6th or 7th grade. Moving to a new school setting is often anxiety provoking. Through the Transition In program, students are exposed to their new school with the hope that this experience will alleviate some of the students' fears about their impending transfer. Fifth-grade students received these services from the particular middle/junior high school they would be attending. The middle schools which responded to the survey and the services they provided are shown in Figure 4.

FIGURE 4
MIDDLE SCHOOL "TRANSITION IN" SERVICES

MIDDLE SCHOOLS PARTICIPATING	SERVICES PROVIDED THROUGH THE MIDDLE SCHOOL "TRANSITION IN" PROGRAM
Bailey Middle School	• Evening presentation to all incoming parents of students • Two counselors with 5th-grade students at all three feeder schools • Three 1 1/2 hour orientation visits to Bailey; one for each group of 175 5th graders
Bedichek Middle School	• Video viewed by all 400 5th graders • Bused 5th graders to an orientation on the Bedichek campus • Bedichek Bobcat pencils given to all incoming 5th graders
Burnet Middle School	• 5th graders participating in a complete, half-day schedule with a paired 6th grader.
Dobie Middle School	• 5th graders paired with a 6th grader and visited their classes • Summer orientation before school starts • All new 6th graders enrolled in a study skills class geared towards transition into Dobie
Mendez Middle School	• Evening orientation in February • Four meetings with all four feeder elementary schools in April in cooperation with the LBJ School of Public Affairs • Small groups of 5th graders visiting Mendez
Porter Middle School	• Guidance activities relating to change, privileges, responsibilities, organization, and social skills

STUDENTS SERVED

Six middle schools reported serving 3,015 students through the Middle School Transition In Program during the 1994-95 school year. The program served 5th, 6th, 7th, and 8th graders (8th graders were helped with their transition into high school). Total documented cost per student was $4.98.

SELF-EVALUATION BY PARTICIPATING SCHOOLS

In the spring of 1995, a survey designed by the Department of Performance Audit and Evaluation was sent to the "Transition In" coordinator of the 13 schools which offered Transition In services; six of those surveys were returned. Detailed information on the remaining seven schools was not made available to the Department of Audit and Evaluation; therefore, evaluation of these schools' Transition In services was not conducted. Students served by these schools are not included in per-student cost calculations.

All of the Transition In Program staff at participating schools responding to the survey indicated that *they believed the program accomplished its goal of facilitating the moving of students to a new school setting*. When school staff were asked what they believed was the most important service they offered through this program, some comments were:

- Students feel less stressed about coming in the fall. They have actually walked through a 6th-grade schedule before they come; and

- Students were able to meet future classmates, teachers, administrators, and counselors. We've been told that because of this program there is less apprehension among the 5th graders about coming to a bigger school.

School staff were pleased with the Transition In Program and expressed a desire to continue this program in the future. *Other than participant self-evaluation, however, there were no measures of program effectiveness.*

POSITIVE PARENTING PRACTICES

In the 1994-95 school year, 97% of the 560 parents attending Positive Parenting Practices workshops indicated that they enjoyed participating in the training. Of those who participated in the training to be a Positive Parenting leader, 62% believed this program to be better than other parent programs in which they had been trained. Analysis of data from the past four years indicates that children whose parents attended MegaSkills or Positive Parenting Practices workshops have lower school leaver rates (middle/high school), higher attendance, and higher ITBS and TAAS scores than District averages. However, there was no improvement in discipline at the high school level and GPA's at all levels.

PROGRAM DESCRIPTION

The Positive Parenting Practices program, provided during the 1994-95 school year, was developed by AISD and is based on the MegaSkills program which was provided during the 1991-92 through 1993-94 school years. MegaSkills was developed by Dr. Dorothy Rich, founder and president of the Home and School Institute, a nonprofit educational institution in Washington, D.C. Both MegaSkills and Positive Parenting Practices consist of a series of parenting workshops provided by trained leaders which focus on the qualities, attitudes, and behaviors that determine a child's achievement and ability to make informed life decisions. Each workshop includes information-sharing, large and small group discussions, and demonstrations of hands-on activities which can be reproduced at home with children.

PARENTS SERVED

AISD teachers and staff who volunteered to become Positive Parenting Practices leaders led the parenting workshops. Each Positive Parenting Practices leader received 10 hours of in-class training during two school days from Positive Parenting Practices AISD personnel. A total of 78 Positive Parenting Practice leaders were trained to conduct the workshops during the 1994-95 school year. For a Positive Parenting Practices trainer to become certified as a leader, each was required to offer a minimum of five workshops throughout the 1994-95 school year.

Program records from the Positive Parenting Practices workshops were not accurate enough to determine the exact number of parent participants (many schools did not submit program records). However, from the program records which were received, 560 parents were documented as having participated in the Positive Parenting Practices workshops.

COST

During the 1994-95 school year, Positive Parenting Practices was funded with $36,766 from Chapter 2 Formula. The total cost per (documented) parent participant was $65.65 per parent. A total of 453 students were identified as children of Positive Parenting Practices participants. The Chapter 2 Formula cost per student was $ 81.16.

PROGRAM EVALUATION

PARENT PARTICIPANTS

Following each Positive Parenting Practices workshop, parent participants completed surveys developed by the Department of Performance Audit and Evaluation. A total of 560 surveys were returned. Because not all the schools which held workshops distributed surveys, not all parent participants completed surveys. Parent participants returning the surveys responded:

- I enjoyed participating in the workshop (97%);
- The leaders of the workshops were informed and insightful (95%);
- The content of this workshop was relevant (95%);
- I gained new information during this workshop (90%);
- Receiving this training will help me work better with my child (93%); and
- I would recommend Positive Parenting Practices workshops to others (89%).

CHILDREN OF POSITIVE PARENTING PRACTICES PARTICIPANTS

From the attendance rosters which were completed and turned in to the Department of Performance Audit and Evaluation, 453 children of Positive Parenting Practices participants were identified as District students. Of the students identified, 421 were enrolled in elementary grades during the 1994–95 school year and 32 were enrolled in middle/junior high school. There were too few high school students to analyze. Characteristics of the 1994-95 elementary and middle school groups are presented in Figure 5.

FIGURE 5
CHARACTERISTICS OF 1994-95 ELEMENTARY AND MIDDLE SCHOOL CHILDREN OF POSITIVE PARENT PARTICIPANTS

1994-95 GROUP	LOW INCOME	MINORITY	LEP	OVERAGE FOR GRADE	SPECIAL ED	G/T*	AT-RISK
Elementary N=421	59%	58%	26%	6%	8%	2%	33%
Middle/Junior High School N=32	25%	22%	3%	13%	9%	19%	3%

* G/T = Gifted/Talented

FINDINGS

1991-92 THROUGH 1994-95

MegaSkills (1991-92 through 1993-94) and Positive Parenting Practices (1994-95) have been funded by Chapter 2 Formula and offered to parents of AISD students for the past four years. GENESYS data for 1994-95 were used to examine achievement, attendance, and discipline data for the 1994-95 Positive Parenting Practices program and retrospective data on the MegaSkills program during the past four years. Results for elementary and middle school students whose parents attended Positive Parenting Practices during the 1994-95 school year and children whose parents attended MegaSkills since 1991-92 are presented in Figures 6-8.

FIGURE 6
1994-95 ACHIEVEMENT AND PROGRESS DATA, BY SCHOOL YEAR, ON ELEMENTARY CHILDREN WHOSE PARENTS ATTENDED MEGASKILLS OR POSITIVE PARENTING PRACTICES WORKSHOPS

SCHOOL YEAR SERVED	ITBS	TAAS	ATTENDANCE (SPRING)	DISCIPLINE (SPRING)
1991-92 (4 years later)	Above the national norms on all 8 comparisons	Higher than District on 3 of 4 tests taken	Higher than District (+1.5)	Higher than District (+.1)
1992-93 (3 years later)	Above the national norms in 10 of 12 comparisons	Higher than District on 2 of 4 tests taken	Higher than District (+1.9)	Lower than District (-.1)
1993-94 (2 years later)	Above the national norms on all 8 comparisons	Higher on 4 of 4 tests taken	Higher than District (+1.4)	Lower than District (-.1)
1994-95 (current year)	Above the national norms in 7 of 10 comparisons	Higher than District on 2 of 4 tests taken	Higher than District (+.7)	Higher than District (+.1)

FIGURE 7
1994-95 ACHIEVEMENT DATA, BY SCHOOL YEAR, ON MIDDLE SCHOOL CHILDREN WHOSE PARENTS ATTENDED MEGASKILLS OR POSITIVE PARENTING PRACTICES WORKSHOPS

SCHOOL YEAR SERVED	ITBS	TAAS	ATTENDANCE (SPRING)	DISCIPLINE (SPRING)	GRADES	SCHOOL LEAVERS**
1991-92 (4 years later)	Below the national norms on 2 of 4 comparisons	Higher than District on 3 of 4 tests taken	Higher than District (+.5)	Lower than District (-1.4)	Higher than District (+1.1)	Lower than District (-3.1)
1992-93 (3 years later)	Above the national norms on both comparisons	Higher than District on 3 of 4 tests taken	Higher than District (+1.2)	Higher than District (+.6)	Higher than District (+.2)	Lower than District (-1.8)
1993-94 (2 years later)	Above the national norms on 2 of 2 comparisons	Higher on 4 of 4 tests taken	Higher than District (+3.7)	Lower than District (- 7.1)	Higher than District (+6.3)	Lower than District (-5.3)
1994-95 (current year)	Above the national norms in 2 of 4 comparisons	Higher on 4 of 4 tests taken	Higher than District (+3.3)	Lower than District (-7.1)	Higher than District (+5.7)	Lower than District (-9.5)

FIGURE 8
1994-95 ACHIEVEMENT DATA, BY SCHOOL YEAR, ON HIGH SCHOOL CHILDREN WHOSE PARENTS ATTENDED MEGASKILLS WORKSHOPS

SCHOOL YEAR SERVED*	ITBS	TAAS	ATTENDANCE (SPRING)	DISCIPLINE (SPRING)	GRADES	SCHOOL LEAVERS**
1991-92 (4 years later)	Above the national norms on 4 of 6 comparisons	Higher than District on 4 of 7 tests taken	Higher than District (+2.1)	Higher than District (+8.5)	Lower than District (-.6)	Lower than District (-1.2)
1992-93 (3 years later)	Above the national norms in 5 of 6 comparisons	Higher than District on 2 of 6 tests taken	Higher than District (+2.3)	Higher than District (+3.5)	Lower than District (-.5)	Lower than District (-1.5)

* Too few middle/junior high school students were served in 1993-94 and 1994-95 for analysis.

Note: Numbers in ( ) reflect the + or - difference between the program student level and the District level.

** "School leavers" refers to students who left school before the end of the school year and are not documented as attending school elsewhere.

1994-95 SUMMARY

Compared with the attendance rates for elementary and middle/junior high school students districtwide, attendance was higher in the spring for students whose parents attended Positive Parenting Practices.

Elementary students of program participants had more (+.1) discipline referrals than other elementary students, while middle/junior high students had fewer (-7.1) discipline referrals.

The school leaver rate for middle/junior high program students was lower by 9.5 percentage points compared to all AISD middle/junior high students. However, school leaver rates for this group would be expected to be lower than for the District group which includes more at-risk students.

Compared to the AISD averages in mathematics, reading, and writing, the average percentages of elementary program students mastering the TAAS were higher on 2 of the 4 tests taken while middle/junior high school students were higher on all tests taken. Scores on the ITBS/NAPT were above the national norm on 7 out of 10 comparisons for elementary students and 2 out of 4 for middle/junior high students.

Of the middle/junior high school students whose parents attended Positive Parenting Practices, 3% were identified as at risk of leaving school compared with a District level of 51%. This discrepancy is important because Positive Parenting Practices is funded to support the Chapter 2 Formula assistance area of programs to meet the educational needs of at-risk students.

Children of Positive Parenting Practices participants did well on the TAAS and showed positive, although not substantial, improvements in attendance and school leaver status. Discipline levels were slightly higher (+.1) for elementary students and higher (+5.7) for middle/junior high school students.

1991-92 THROUGH 1993-94 LONGITUDINAL SUMMARY

Analysis of the Positive Parenting Practices and MegaSkills parenting programs over the past four years indicates that attendance is higher at all grade levels for students whose parents participated in the parenting programs offered through Chapter 2 Formula. The school leaver rate is lower for middle/junior high school and high school students. At all school levels discipline rates were not positively affected by the programs, and grades were lower at the high school level compared to the District. *Overall, achievement, attendance and high school school leaver rates were better compared to their peers, while discipline, and grades were* ***not*** *positively affected by their parents' participation in these parenting programs.* While parental involvement in the lives of their school-aged children has some positive effects on school behavior, whether parents learn these parenting skills in the Positive Parenting Practices or MegaSkills parenting programs is unclear. It is possible that parents who are already involved in their children's lives are more likely to participate in a program such as Positive Parenting Practices or MegaSkills.

PRIVATE SCHOOLS

Private schools rated highly the effectiveness of the equipment, hardware, software, instructional materials, library resources, and staff development purchased with Chapter 2 funds.

ELIGIBILITY AND PARTICIPATION

Chapter 2 Formula funds are available through AISD to private, nonprofit schools within AISD boundaries. Private schools are contacted each spring to see if they would like to participate during the upcoming school year. Applicants must meet a number of eligibility requirements relating to compliance with federal nondiscrimination laws and nonprofit status. Funds are then allocated to approved applicants on a per-pupil basis for purchase of items selected by schools. All purchases are made through AISD, and the District retains title to, and exercises administrative control of, all equipment and supplies. The 14 schools receiving funds in 1994-95 are listed in Figure 9.

FIGURE 9
PRIVATE SCHOOLS FUNDED BY CHAPTER 2, 1994-95

Private School	Allocation
Great Hills	$2,691
Hope Lutheran	$634
Kirby Hall	$867
Saint Mary's	$1,735
Saint Michael's	$1,675
Saint Paul	$1,268
Austin Waldorf	$831
Sacred Heart	$1,376
Saint Austin's	$1,459
Saint Louis	$2,811
Saint Theresa's	$1,053
Redeemer Lutheran	$1,884
Saint Andrews	$2,309
Saint Ignatius	$1,525
TOTAL	**$22,118**

EFFECTIVENESS

Private School Survey

To meet Texas Education Agency (TEA) reporting requirements, private school administrators were surveyed concerning the number of students impacted and the perceived effectiveness of the purchases made with Chapter 2 Formula funds. Completed forms were returned by 13 of the 14 private schools. Results are shown in Figure 10.

FIGURE 10
STUDENTS IMPACTED AND EFFECTIVENESS OF PURCHASES

CATEGORY	NUMBER OF SCHOOLS USING	STUDENTS IMPACTED	EFFECTIVENESS (MEAN RATING)
Software/Hardware	5	1,158	4.0
Equipment	2	736	4.5
Instructional Materials	7	1,563	3.8
Library Resources	12	3,049	4.4
Staff Development	2	229	4.0

EFFECTIVENESS SCALE:

5 = EXTREMELY EFFECTIVE
4 = HIGHLY EFFECTIVE
3 = MODERATELY EFFECTIVE
2 = NOT VERY EFFECTIVE
1 = INEFFECTIVE

Measuring Effectiveness

Private school administrators were asked to report what methods were used to measure the effectiveness of the programs supported by Chapter 2 Formula funds. Administrators responding to the survey (N=13) reported using from one to five methods to evaluate effectiveness. The most common method was a teacher survey and/or evaluation (10 of 13). The second most common way of measuring the effectiveness of Chapter 2 Formula-funded materials was student achievement test scores.

SPANISH ACADEMY

Responding to an opinion survey about the 1994-95 Spanish Academy, 96% of the participants indicated that they would continue taking Spanish Academy classes if given the opportunity. In addition, 76% of participants responded that the course helped them in communicating with Spanish-speaking students.

PROGRAM DESCRIPTION

The Spanish Academy offers courses in conversational Spanish to AISD employees through a continuing program designed to develop the language and foster an appreciation and understanding of Hispanic culture. The main goal is to improve the ability of staff to deal effectively with students and parents who are Spanish speakers. Beginning, intermediate, and advanced classes are provided. Translation classes are also available when enrollment is sufficient. Classes are held Monday through Thursday. Classes meet for two hours once per week during the school year and twice per week during the four-week summer session (held in June).

ENROLLMENT OF AISD PERSONNEL

The number of classes provided and the number of staff enrolled in 1994-95 is shown in Figure 11. Total enrollment this year was 497. The Chapter 2 Formula allocation of $39,648 amounted to $79.77 per staff member enrolled.

FIGURE 11
1994-95 SPANISH ACADEMY ENROLLMENT

SEMESTER	NUMBER OF CLASSES OFFERED	ENROLLMENT
Fall 1994	19	211
Spring 1995	19	186
Summer 1995	11	100
1994-95 Total	**49**	**497**

SUMMER 1995 SESSION

A total of 11 classes (five beginning I, three beginning II, two intermediate, and one advanced) were scheduled for the summer 1994 session, each held two days a week during the month of June. A total of 100 staff members enrolled.

EFFECTIVENESS

Effectiveness was measured using a course evaluation designed by the Department of Performance Audit and Evaluation. The course evaluation form was distributed to participants at the end of the fall 1994 session and the end of the spring 1995 session. A total of 111 (28%) evaluation forms were returned for both semesters. *Because of the low return rate, findings from the evaluation forms should be interpreted with caution.*

Responses were generally quite positive and indicated the following:

- The course helped them in communicating with Spanish-speaking students (76%), parents (65%), school staff (66%), and community members (63%);
- All aspects of the Spanish Academy classes should be maintained for future classes (96%); and
- Discussions of Hispanic culture were useful (97%), and presentations made by the consultants were useful (82%).

COMMENTS

The 111 Spanish Academy participants returning surveys were given the opportunity to make comments on aspects of the course they would like to add or change (participants commenting on more than one category have been counted in each category). Some of their responses were:

- No comment (72%);
- Would like to have more Spanish conversation incorporated into the classes (16%);
- Would like to have additional Spanish texts, tapes, and videos to study during class and at home (12%); and
- Would like to have shorter classes but more classes per semester (8%).

Other comments (15%) included requests for more instruction during each class, more writing exercises and incorporating tests and homework into the class requirements.

SUPPLEMENTARY MATERIALS

Of the 132 teachers returning surveys who received Multisensory Teaching Approach and/or Project Read training, 47% rated the training as extremely helpful. Similarly, 80% of the teachers trained reported they are better prepared to teach "students of learning differences" after completing the training.

FUNDING

During the 1994-95 school year Supplementary Materials received $60,000 in Chapter 2 Formula funds, with $30,000 allocated for materials for Multisensory Teaching Approach (MTA) and Project Read Training. Supplementary Math Materials, used in conjunction with the middle school teacher training offered through Title II (Dwight D. Eisenhower), received $30,000. For a complete look at the evaluation of this middle school teacher training program, please refer to the 1994-95 Title II final report (A&E Publication Number 94.03).

A total of 269 documented MTA/Project Read teachers were trained during the 1994-95 school year. Chapter 2 Formula cost per teacher was $111.52.

PROGRAM DESCRIPTION

Multisensory Teaching Approach

Alphabetic Phonics/Multisensory Teaching Approach (MTA) is a comprehensive, multisensory program in reading, spelling, cursive handwriting, and alphabet and dictionary skills designed for teachers in both regular and remedial classrooms. MTA is based on the Orton-Gillingham method, which is characterized by an individualized, systematic, alphabetic-phonic educational approach. MTA is an ungraded curriculum that may be used as basic instruction for primary-age students, as a supplement to a whole language or basal reading program, or as a remedial program for students of any age. There are three teaching methods which are integral to the MTA program:

- Multisensory techniques;
- Guided discovery, teacher presentations combined with carefully structured questions to involve students actively in the learning process; and
- Regularly scheduled review.

All information presented in the MTA program follows a process of introduction, review, and practice designed to enable students to master and retain material. Each area of instruction includes practice activities arranged in ascending levels of complexity, enabling students to experience success while developing proficiency. In addition, materials for evaluating students' mastery of new information are provided to guide teachers in planning appropriate lessons, individualizing practice activities, and documenting progress.

PROJECT READ

Developed 20 years ago by Dr. Mary Lee Enfield and Victoria Greene, Project Read began in the Bloomington, Minnesota public schools as an effort to reduce costs and provide more efficient education of students at risk for reading/language problems. Project Read is an alternative reading/language arts program designed for use in the regular education classroom with at-risk students, providing a highly structured, multisensory, sequential phonology base for students in grade one through the junior high level. Project Read is a total reading/language arts program with three interwoven components:

- Phonology,
- Written Expression, and
- Comprehension.

STAFF SERVED

During the 1994-95 school year, AISD offered Multisensory Teaching Approach (MTA) and Project Read training to teachers throughout the District. Teachers received packets at the beginning of training sessions which included materials needed for the training as well as for implementation in the classroom after training. A total of 269 teachers participated in MTA/Project Read during the 1994-95 school year.

SELF-EVALUATION BY PROGRAM PARTICIPANTS

Satisfaction with the program was measured using a survey designed by the Department of Performance Audit and Evaluation in conjunction with the AISD dyslexia coordinator. The survey was distributed to 269 participants at the end of all training in the spring of 1994. A total of 132 (49%) surveys were returned from participants in MTA and Project Read combined. ***Because of the low return rate, findings from the evaluation forms should be interpreted with caution.*** The results of this survey appear below.

Of those teachers who responded to the survey:

- 62% reported that the training materials they received were very useful;
- 86% reported that the training they received was extremely or mostly helpful;
- 56% of trained teachers use MTA or Project Read in their classrooms at least once a week;
- 56% of trained teachers believe their students have progressed at a faster rate than they would have otherwise;
- 80% of teachers trained reported they are better prepared to teach "students of learning differences" after completing the training; and
- 82% of the trained teachers agreed with the MTA/Project Read approach to instruction.

Of the MTA/ Project Read teachers responding to the survey, 90% said they would recommend this training to other teachers.

CHAPTER 2 FORMULA-FUNDED PROGRAMS EVALUATED BY OTHER DEPARTMENT OF PERFORMANCE AUDIT AND EVALUATION COMPONENTS

During the 1994-95 school year, Chapter 2 Formula allocated monies for three components whose budgets were funded primarily by other federal grants. Consequently, for information about the evaluation of these programs, please consult the appropriate Department of Performance Audit and Evaluation (A&E) final report.

READING RECOVERY

Chapter 2 Formula allocated $67,181 for Reading Recovery during the 1994-95 school year. For a complete look at the evaluation of the Reading Recovery program, please refer to the 1994-95 Chapter 1 final report (A&E Publication Number 94.06).

PREKINDERGARTEN SUPPLEMENTS

Chapter 2 Formula allocated $83,375 for Prekindergarten Supplements during the 1994-95 school year. For a complete look at the evaluation of prekindergarten supplemental classes within AISD, please refer to the 1994-95 Chapter 1 final report (A&E Publication Number 94. 06).

SUPPLEMENTARY MATH MATERIALS

Chapter 2 Formula allocated $30,000 to purchase supplementary mathematics materials to be used in conjunction with middle school teacher training funded by Title II (Eisenhower). For a complete look at the evaluation of this middle school teacher training program, please refer to the 1994-95 Title II final report (A&E Publication Number 94.03).

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